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"... an example of a much needed synthesis of humanism and science which seems necessary for the optimal development of the social sciences."



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"... it is my belief that there is a need for a practical, detailed guide to conducting Social Action Research and that [the] book fills this need admirably."

**early reviews of a
challenging new book
for social scientists**

METHODS for EXPERIMENTAL SOCIAL INNOVATION

By **GEORGE W. FAIRWEATHER**,
*Research Social Scientist,
VA Hospital, Palo Alto;
Associate Consulting Professor,
Department of Psychology,
Stanford University.*

METHODS FOR EXPERIMENTAL SOCIAL INNOVATION

offers the challenge of a new role for today's social scientist. Too long, the author argues, have meetings, discussions, writings, and the like been accepted as the social scientist's only sphere of operation—with real social-change-through-action being left to others.

This book presents a comprehensive experimental methodology for evaluating alternative solutions to contemporary social problems and considering other arenas of activity for the social scientist.

It offers step-by-step procedures for planning, implementing, and evaluating new social programs.

It stresses such usually ignored research aspects as establishing the research organization . . . obtaining administrative commitment required for conducting social research . . . creating new model social subsystems for comparative purposes . . . and disseminating the information from such experiments to the appropriate agents of a society.

In addition, the author proposes a center for training a new generation of social scientists through a multidisciplinary approach—a combination of both scientific and humanitarian thought.

An important contribution to the field of social science, the book is particularly applicable to the fields of education, mental health, delinquency, drug addiction, race relations, and the poverty programs.

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SOCIAL EXPERIMENTS AND ORDERLY SOCIAL CHANGE

1. The Need for Experimental Social Innovation
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4. Obtaining Administrative Commitments
5. Forming the Research Team
6. The Functional Definition of a Social Subsystem
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9. Concepts and Procedures of Measurement
10. Selecting the Appropriate Comparative Methods
11. Choosing Methods to Study the Social Relationships and Processes

The Action and Evaluation Phases

12. The Final Plan for the Experiment, the Data Collection, and the Analysis

The Dissemination Phase

13. Inferences, Publications, and the Next Experiment

AN INSTITUTION FOR SOCIAL INNOVATION

14. The Prospective Center for Experiments and Training

1967. Approx. 228 pages. Prob. \$6.50.

PSYCHOLOGY IN COMMUNITY SETTINGS

Clinical, Educational,
Vocational, Social Aspects

By SEYMOUR SARASON, MURRAY
LEVINE, I. IRA GOLDENBERG, DENNIS
CHERLIN, and EDWARD BENNETT,
*all of the Psycho-Educational Clinic,
Yale University.*

This book describes in detail the activities of the Yale University Psycho-Educational Clinic—a service, training, and research facility with unusual relationship to a variety of community settings. Representing a marked departure in clinical training in terms of the work settings and adopted roles of its members, the clinic showed that the problems to be confronted were sociological, educational, and anthropological, as well as clinical in nature. One of the most provocative themes running through all parts of this book concerns the problems and consequences of unduly narrow professional attitudes.

Professor Burton Blatt of Boston University:
"I have read this book quite carefully and am of the opinion that it will prove itself to be the standard work describing the reasons for psychology's new emergence as a community rather than academic discipline. This brilliant book makes clear, probably for the first time, the history of clinical psychology in America and why it must shift to involvement in school settings, community agency settings, and family settings and away from its current pre-occupation with institutionalized patients and veterans at general hospitals.

"... I think this book will make its contribution and I predict this contribution will be a remarkable one."

1966. 714 pages. \$12.95.

PERSONALITY, SOCIAL CLASS, AND DELINQUENCY

By JOHN JANEWAY CONGER, *Vice-President for Medical Affairs and Dean of the School of Medicine, University of Colorado,* and WILBUR C. MILLER, *Vice-Chancellor for Academic Affairs and Dean of the Faculty, University of Denver.* With the assistance of ROBERT V. RAINEY and CHARLES R. WALSMITH and the staff of the Behavior Research Project.

The book determines: 1) whether personality traits of boys in various age-grade periods from kindergarten through the end of the ninth grade were significantly related to future delinquency after the potential effects of other factors had been controlled, and 2) whether the nature, extent, and direction of such relationships in each period might vary with the intelligence and social class status of the child.

The study also: 1) investigates the relation to delinquency of social class, residence area, education, intelligence, and ethnic group membership in the same population; 2) studies the relation of personality factors to types of delinquent behavior (i.e. aggressiveness of offense, seriousness of offense, and recidivism); and 3) examines the effect of teachers' social class membership on the behavioral ratings of middle- and lower-class children.

Children of all social class and intelligence levels are included, and the implications of the findings for psychological and sociological theories of delinquency are discussed.

1966. 249 pages. \$7.95.



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early reviews of a
challenging new book
for social scientists

cross-cultural perspectives on

RACE and RACISM



A Comparative Perspective

By *PIERRE L. van den BERGHE*, Associate Professor of Sociology, University of Washington.

A product of intensive cross-cultural research in the area of race relations, this book is one of the first to use a comparative approach to the problem of race and racism. Case studies of four complex societies which exhibit race relations from relative harmony to acute conflict—the United States, South Africa, Brazil, and Mexico—consider in each instance:

- 1) the historical development of race and ethnic relations
- 2) the colonial experience and its influence
- 3) the system of slavery or serfdom in the context of the total social structure.

The societies are then compared and contrasted within a theoretical framework of "pluralism" which treats race as a special case of stratification. Throughout the analysis, attention is paid to the problems of scientific objectivity and political ideology in the treatment of such a topic.

1967. Approx. 125 pages. Prob. \$4.25.

CONTENTS

Introduction: Critique of dominant trends in the study of race relations. Definitions of race, racism, ethnic group, caste and class. Origins and distribution of racism. Race and personality. Race as special case of differentiation and stratification. A typology of race relations. Race and the theory of pluralism and conflict.

Mexico * Brazil * The United States * South Africa * An Analytical Comparison * Similarities and differences * Some generalizations * Social and Cultural Pluralism * Bibliography



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"The profound transformations which contemporary societies have undergone or which they are in process of undergoing, necessitate corresponding transformations in the national education. . . . It is no longer a matter of putting verified ideas into practice, but of finding ideas to guide us. . . . [Sociology] can give us what we need most urgently; I mean to say a body of guiding ideas that may be the core of our practice and that sustain it, that give a meaning to our action, and that attach us to it; which is the necessary condition for this action to be fruitful. . . . never was a sociological approach more necessary for the educator."

— EMILE DURKHEIM in *Education and Sociology*

Durkheim's recognition of the necessary relationship between sociology and education is developed in an exciting new book

ON EDUCATION Sociological Perspectives

Edited by DONALD A. HANSEN and JOEL E. GERSTL



ON EDUCATION

Sociological Perspectives

Edited by DONALD A. HANSEN, University of California, Santa Barbara;
and JOEL E. GERSTL, Temple University.

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The editors...

DONALD A. HANSEN received a Ph.D. in Sociology from the University of Minnesota and a Ph.D. in Education from Northwestern University. Currently Assistant Professor of Sociology at the University of California, Santa Barbara, he has also taught at Purdue University and the University of Otago in New Zealand. Author of articles and chapters in educational theory, counseling, sociology of the family, and methodological theory, he is currently working as editor and contributor on a symposium, *Counseling and Therapy in Contemporary Society* (Houghton-Mifflin, forthcoming).

JOEL E. GERSTL received his Ph.D. in Sociology from the University of Minnesota. He has taught at the University of Minnesota, The University of Michigan, Cambridge University, University of Cardiff, Purdue University, and at Temple University, where he is currently Associate Professor of Sociology. He has published articles on the sociology of professions, and is coauthor of *Engineers: The Anatomy of a Profession* (Tavistock, Great Britain).

The contributors...

RAYMOND S. ADAMS—University of Queensland
RONALD G. CORWIN—The Ohio State University
JOHN FORSTER—Victoria University of Wellington
JOEL E. GERSTL—Temple University
DONALD A. HANSEN—University of California,
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Your students are sure to learn about organizations from

THE SOCIAL PSYCHOLOGY OF ORGANIZATIONS

By DANIEL KATZ and ROBERT L. KAHN,
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It is a text that brings together in a single framework twenty years of research on the subject. The book presents problems of administration in terms of creating and modifying organizational structure and providing for the effective relationship of people to that structure. Of particular value are the discussions of specific dilemmas and solutions in the areas of organizational effectiveness, leadership, communication, and organizational change.

"Not only have Katz and Kahn been able to advance organizational theory to a more sophisticated plane, but they have succeeded in removing some substantial roadblocks to its further development. For example, they (1) avoid the closed system model which has lead to anthropomorphizing the machine; (2) avoid simplistic individual psychology and interpersonal relations as the dominant focus of human organization; (3) bring in the environment, a great relief after so much organizational asphyxiation due to a pseudo-existence in an environmental void; and (4) unify analysis so that the individual and the organization can both be understood with the same framework.

"With this contribution, Katz and Kahn have not only written a new and important textbook, they have created a fresh framework, really a meta-theory, which allows us to see and order the complexity of variables and interrelationships through a general systems approach."—WARREN G. BENNIS in *American Sociological Review*

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Point of Departure. Organizations and the System Concept. Defining Characteristics of Social Organizations. Development of Organizational Structure. A Typology of Organizations. The Concept of Organizational Effectiveness. The Taking of Organizational Roles. Power and Authority. Communication: The Flow of Information. Policy Formulation and Decision-Making. Leadership. The Psychological Basis of Organizational Effectiveness. Organizational Change. Conclusion.
1966. 498 pages. \$8.50.

Recipient of the 8th Annual Organization Development Council Publications Award

JOSEPH A. LITTERER, *Graduate School of Business, University of Illinois*

Combine the integration of a text with the scope and depth of a collection of readings, and the result is bound to be a superior classroom tool. Professors Biddle and Thomas have used this formula successfully in preparing

ROLE THEORY

Concepts and Research

Edited by BRUCE J. BIDDLE, *Departments of Psychology and Sociology, University of Missouri; and* EDWIN J. THOMAS, *School of Social Work and Department of Psychology, The University of Michigan.*

Despite the extensive collection of research and theoretical literature published in the last two decades, the role field has not yet evolved into a well integrated discipline. The editors of *Role Theory* have attempted to move the field toward this goal by preparing a definitive discussion of role theory and the role problems of individuals, groups, families, and professional helpers. The four original essays by Drs. Thomas and Biddle contain an analysis of component aspects of role theory, their evolution and present status as well as an exposition of the basic concepts and structure of the role language. The forty-seven reprinted selections present contemporary theory and research on related topics written by leading behavioral scientists. One reviewer commented: "An excellent exposition of the origins and nature of role theory, supplemented by readings from the basic literature and an indispensable bibliography."

1966. 453 pages. \$8.95.

A "classic" in organizations

ORGANIZATIONS

By JAMES G. MARCH and HERBERT A. SIMON,
both of the Carnegie Institute of Technology;
with the collaboration of HAROLD GUETZKOW.

"One of the main contributions of the book is that March and Simons had the temerity (a) to pick and choose the concepts of other writers they feel are worthy of study, (b) to express these propositions in a consistent jargon, and (c) to add not a few ideas of their own. This provides a unity so often missing in an eclectic approach."—*Management Science*

"March and Simon have done all social science a great service by systematically canvassing and formulating our knowledge about organizations, defining the important variables, and evaluating the evidence on which our beliefs rest."—HERBERT KAUFMAN in *American Political Science Review*

"This book will prove to be an important milestone in the evolving theory of organizations."—JOHN T. WHEELER in

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THE ANALYSIS OF ORGANIZATIONS

Professor Litterer offers students a clear understanding of both the nature of critical organization elements and the relationships among them. He equips them to detect as well as to diagnose organizational problems, and to plan for organizations that will develop effective performance.

The book is written from the point of view of the manager, practicing or potential. It gives him an overview of the essentials to be considered when making decisions about organizations. Therefore, the author has approached the organization as a socio-technical-economic system. The book is analytical rather than descriptive; both empirical and theoretical evidence is used to relate research findings in the social sciences. Consequently, the student is given a well integrated analysis that takes into account all of the factors affecting organization.

"... a fine addition to management literature because it combines the traditional and behavioral approaches to organization theory and because it places emphasis on one of the negative areas—division of work.

"... Each subject is effectively introduced and set into context, and the limits of its coverage are clearly established. This book is a must for students of organization."—CHARLES R. SCOTT, JR. in *The Southern Journal of Business*.
1965. 471 pages. \$8.95.

An excellent supplement to *The Analysis of Organizations—*

ORGANIZATIONS: STRUCTURE AND BEHAVIOR

Edited by JOSEPH R. LITTERER

A book of articles by major authors in the field, integrated by extensive introductory sections. Professor Litterer develops a cohesive framework that clarifies such questions as: how are organization activities allocated? ... what makes coordination difficult? ... how is integration obtained? The text rests on the premise that all major points of view have something to contribute to a total concept of an organization; accordingly it offers a broad view of the structure, function, and influence of the modern organization.

1963. 418 pages. Cloth: \$8.75. Paper: \$4.50.

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"This book will prove to be an important milestone in the evolving theory of organizations."—JOHN T. WHEELER in *Current Economic Comment*
1958. 262 pages. \$6.95.

PERSONAL AND ORGANIZATIONAL CHANGE THROUGH GROUP METHODS

The Laboratory Approach

By EDGAR H. SCHEIN and WARREN G. BENNIS, *Sloan School of Management, Massachusetts Institute of Technology*.

"It is comprehensive, readable, lucid, interesting, challenging and is written in a genuine spirit of scientific inquiry."—J. F. Clark in the *Journal of Industrial Relations*
1965. 376 pages. \$8.25.

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Studies in Role Conflict and Ambiguity

By ROBERT L. KAHN, *The University of Michigan*; DONALD M. WOLFE, *Case Institute of Technology*; ROBERT P. QUINN, *The University of Michigan*; and J. DIEDRICK SNOEK, *Smith College*; in collaboration with ROBERT A. ROSENTHAL, *Jewish Board of Guardians, N.Y.C.*

"... this book contains many important and useful ideas. It is well organized and based on very solid and lengthy research in business environments."—*Personnel Bookshelf*
1964. 470 pages. \$7.95.

T-GROUP THEORY AND LABORATORY METHOD: INNOVATION IN RE-EDUCATION

Edited by LELAND P. BRADFORD, *Director, National Training Laboratories, NEA*; JACK R. GIBB, *Western Behavioral Sciences Institute* and KENNETH D. BENNE, *Human Relations Center, Boston University*.

The first comprehensive description of the theories and methods of the National Training Laboratories. Reviewers called it "... a gold mine of current thinking and innovation."
1964. 498 pages. \$9.75.

two companion volumes—

**THE DYNAMICS OF INTERPERSONAL BEHAVIOR
and CASEBOOK ON INTERPERSONAL BEHAVIOR
IN ORGANIZATIONS**

By ABRAHAM ZALEZNIK and DAVID MOMENT, both of the
Graduate School of Business Administration, Harvard University.

The first focuses on the implications of interpersonal behavior
problems for individual group productiveness, creativity, and
satisfaction. The second provides opportunities for analyzing and
applying behavioral concepts in a variety of actual situations.

DYNAMICS: 1964. 520 pages. \$7.95.

CASEBOOK: 1964. 587 pages. \$7.95.

NEW PERSPECTIVES IN ORGANIZATION RESEARCH

Edited by WILLIAM W. COOPER, Carnegie Institute of
Technology; HAROLD J. LEAVITT, Carnegie Institute of
Technology; and MAYNARD W. SHELLY II, Office of
Naval Research.

"A book of this type has been very much needed, particularly
because of the growing interest in organization problems . . . the
editors have done an especially excellent job in bringing together
material which is significant and relevant to the entire area."

—Professor C. G. Browne, Wayne State University

1964. 606 pages. \$12.50.

**INTEGRATING THE INDIVIDUAL AND
THE ORGANIZATION**

By CHRIS ARGYRIS, Yale University. "One of the real values of
this extraordinary volume is the comprehensiveness with which
Professor Argyris has absorbed, compiled and distilled the basic
significance of much current industrially-oriented psychological
and sociological research."—IRC Current News.

1964. 330 pages. \$6.75.

**A SOCIAL PSYCHOLOGY OF GROUP PROCESSES
FOR DECISION-MAKING**

By BARRY E. COLLINS, University of California, Los Angeles;
and HAROLD GUETZKOW, Northwestern University. Brings
together the literature relevant to decision-making in groups and at
the same time provides the student (as a potential decision-maker)
with a set of principles that will help him understand the
processes involved in group-functioning.

1964. 254 pages. \$6.95.

**MENTAL HEALTH OF THE INDUSTRIAL WORKER
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Wayne State University; with the collaboration of

OTTO M. REID. "This is a solid contribution and may well be
viewed as a landmark in the growing awareness of the problems of
factory workers' mental health."—K. G. van Auken, Jr., in
Monthly Labor Review. 1965. 354 pages. \$7.95.

**ADMINISTRATIVE DECISION-MAKING
A Heuristic Model**

By WILLIAM J. GORE, Indiana University. "Professor Gore
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been done heretofore, and he comes up with some highly original
observations, not only concerning decisions, but as to the nature of
organization."—Donald Smithburg, in *American Political Science
Review*. 1964. 191 pages. \$5.00.

**MODERN ORGANIZATION THEORY
and ORGANIZATION THEORY IN
INDUSTRIAL PRACTICE**

Both books edited by MASON HAIRE, University of California,
Berkeley. These two books are reports of symposia of the
Foundation for Research on Human Behavior.

MODERN ORGANIZATION: 1959. 324 pages. \$6.95.

THEORY: 1962. 173 pages. \$6.95.

TRAINING IN BUSINESS AND INDUSTRY

By WILLIAM McGEHEE, Fieldcrest Mills, Inc.; and PAUL W.
THAYER, Life Insurance Agency Management Association.

Critically examines training techniques in the light of recent
research and actual business experience and discusses their role as
a management tool for achieving organizational goals in industry
and business. 1961. 305 pages. \$6.95.

A MANAGER'S GUIDE TO MAKING CHANGES

By ARNOLD S. JUDSON, Arthur D. Little Company, Inc. By
describing how resistance can be reduced in a systematic manner,
this book prepares the student for the managerial and
administrative problem of introducing and implementing changes.
1966. 186 pages. \$4.75.

**MEN WHO MANAGE
Fusions of Feeling and Theory in Administration**

By MELVILLE DALTON, University of California, Los Angeles.
Using confidential case material, this study of constructive
compromise and its mechanisms views a variety of organizations
in industry and commerce, with sidelights on others in welfare,
recreation and research. 1959. 318 pages. \$6.95.



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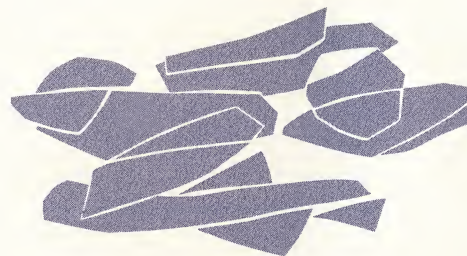
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